



Continuum of Care Reform (CCR)
Education Sub-Workgroup Conference Call
MEETING NOTES
 September 20, 2016
 Time: 3:00 p.m. – 5:00 p.m.

- **Purpose:** To discuss how the Special Education Local Plan Area (SELPA) system interplays with Child Welfare and the Mental Health systems in the integration and implementation of CCR.

AGENDA ITEM	NOTES/DISCUSSION	ACTION ITEMS
I. Welcome and Introductions Stuart Oppenheim , Child and Family Policy Institute of California Ahmed Nemr , California Department of Social Services (CDSS)/CCR	<ul style="list-style-type: none"> • Participants: CDSS, Sutter County SELPA, Los Angeles (LA) County Department of Child and Family Services (DCFS), LA County Department of Mental Health (DMH), East Valley SELPA, San Bernardino County DCFS, Antelope Valley SELPA, North Inland SELPA, Madera County Child Welfare Services (CWS), San Mateo County SELPA, CA Public Schools, Sacramento County Behavioral Health Services, CA Dept. of Education (CDE), El Dorado County SELPA, San Juan Unified School District-Special Education, Tehama County SELPA, CWDA, CBHDA. • Purpose of meeting: level-setting opportunities for people from the field of Education to understand CCR in order to participate in different CCR workgroups, webinars, and presentations; and to plan for future in person meetings to ensure that CDE is informed of and included in CCR discussions. 	
II. CCR Brief Overview Sara Rogers , CDSS, Branch Chief of CCR	<ul style="list-style-type: none"> • Updates were provided regarding the new Mental Health Program Approval Process. The Department of Health Care Services (DHCS) is the in final stage of releasing the protocol and encouraged everyone to participate in the Mental Health Workgroup. 	

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<p>III. Discussion</p> <p>Anjanette Pelletier, Senior Administrator, San Mateo County SELPA</p> <p>a. Funding distribution for the special education Individual Education Plan (IEP) driven services for the youth placed in out of home placement (Group Homes) after the Rate Classification Letter (RCL) rates expire on January 1, 2017.</p> <p>i. Authority to disburse funding and determine whether it will be in budget trailer language or require statutory change.</p> <p>b. How will SELPA use funds and figure out an alternative methodology/account for the transition period.</p> <p>Caroline Caton, CDSS, Integrated Services Unit</p> <p>c. The role of education in the Child and Family Team (CFT).</p>	<ul style="list-style-type: none"> • There is a need for presentations from CDE and CA Department of Finance to understand funding formulas. • Need to understand implications for Board and Care funding applicable to Education and for out-of-county placements. • There was a one-year fix for SELPA funding for Out of Home Care added to legislation this year for State Fiscal Year 2016-17 only. Will shift funding census to Dec 1 annually and first census will occur on Dec 1, 2016. • How do SEPLA's currently get funded? • How do SEPLA's currently get funded? • Based on 4/1 annual census of available bed capacity in SELPA geographical area. Calculation between CDSS and CDE regarding where types of homes are located Foster Family Homes, Small Family Homes, Group Homes (and others unrelated to foster care). A portion of the funding is based on bed capacity within the SELPA, whether or not the spots are filled. Group home line item, FFH line item, FFA line item, etc., leads to the entitlement for out of home funding for educational services. SELPA can track kids in group homes and foster family agencies not foster family homes. The Board and Care rate is what they pay if they are placing the child. May use the state rates or negotiate their own rates. There are many unanswered questions about other funding pieces. • Assembly Bill 403 formalized the practice and clarified the role of the Child and Family Team (CFT). The team will include the child, youth, parents, foster parents, their formal and informal support network, a Foster Family Agency and or Short Term Residential Therapeutic Program 	

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<p>d. Differentiate the CFT from the Individual Education Plan (IEP).</p> <p>i. How to ensure CFT & IEP requirements are met, while avoiding duplication- including meetings.</p> <p>Anjanette Pelletier</p> <p>e. Discussion of how to ensure communication on CCR is planned specifically for schools.</p>	<p>representative, and will be the foundation for ensuring these perspectives are incorporated throughout the duration of the case.</p> <ul style="list-style-type: none"> Provides input into the development of a child and family plan that is strengths-based, needs-driven, and culturally relevant. More specifically, a CFT includes extended family, community and/or tribe and is the primary forum for collaboration on the assessment, case planning, and placement decisions that are made to best support the success of the family. Use of these teams is based upon a model of care that is intended to value and support the families' individualized needs for care. Discussion that CFT's and IEPs are for different purposes and that we need to agendize the relationship between these for a future meeting. <p>What is helpful in getting information to Education at the local level?</p> <ul style="list-style-type: none"> Webinars with focused topics Presentations to SELPA Administrators Group; will meet in Sacramento in October and December—maybe plan something for December; can reach 100 of the 130 SELPA Directors. 10/6, 10/7; 12/1, 12/2. Distribution of Workgroup products. Presentations at Regional SELPA meetings—10/25 in Southern CA; Residential Coordinators will be in attendance. 	<p>CDSS will participate in the next SELPA meeting in Sacramento.</p>
<p>IV. Topics for Future Meetings</p> <p>Tracy Schroeder, East Valley SELPA Behavioral Health Program Manager</p>	<ul style="list-style-type: none"> Future funding distributions for Education and budget authority; SELPAs accounting methodology. CDSS new rate structure. Placement Resources for Education. DOE List—how to make sure that existing programs are included. STRTP Requirements: time frames, funding, Mental Health Certification if/how apply to Education placements and assessment. 	<p>Build the next meeting agenda based on these future topics.</p>

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	<ul style="list-style-type: none"> ▪ Placement Decisions—How Relate to Education Placements? ▪ Interagency Placement Committees. ▪ Out-of-County placements. • Collaboration/Coordination of IEP Process and CFT Process. • Assessment tools. • Information sharing; bring HIPPA/FERPA Letter. • Dissemination of Information to the Schools from Workgroup • Guidelines for Who from Education should participate on CFT's? • Impact of Short Term CWS/Probation Placements on Education 	
V. Next Steps Stuart Oppenheim/Ahmed Nemr	Next meeting scheduled for: <ul style="list-style-type: none"> • October 24, 2016, 10:00am -3:00pm • 744 P St., Sacramento, CA 95814, OB9 Room # 1804 	CDSS will host the next in person meeting with call in and webinar capability.

Questions generated from the conference call and via emails:

- **Placement:**

- Would school districts go through the CFT process?
- If school districts place in STRTP would they have to follow the same placement rules – i.e. 6 month review, medical necessity, funding rates, etc.
- Would county mental health (or IPC) have to approve all school placements?
- Would county mental health certify any placements that apply or will there be fewer placements?
- What may be the impact of the short-term status of the placement on youth who have already been in a placement for multiple years?
- What about regional center placements/small family homes?
- What if a placement does not exist in California for social services? Is there a discussion of outcome in such a situation? Do they believe they have capacity to support these children in California with necessary in-home services and support? How do agencies collaborate in this?
- They often refer to education for placement. Is that being discussed?
- Are there a limited number of placements to be certified by Mental Health?

- **Assessment:**

- Will school districts be required to assess in the same areas or domains?
- Will school districts need to complete the same type of new assessment or will school based assessment be sufficient/appropriate? How can school district IEP assessments be integrated into the required Protocol/domains?
- What will be the role/process of CFT? Who should participate? What is role of Education? How can education be encouraged to appropriately collaborate?
- Is there an assessment for medical necessity or will such assessment be required on the part of education?
- How does Wrap-around overlap play in this as in home support is going to be so critical?
- What are the topics and considerations of the CFT? How to avoid duplication of content, effort and assignment of activity?

- **Placing across county lines vs. out of state:**

- What will be the restrictions on placing across counties? Will DMH or CDSS have a role?
- Can some counties restrict placement from other counties?
- Do they need separate permission/approval from an inter-agency committee?

- **Funding:**

- Currently funding has been based on level of the home and the list of group homes come from CDSS, DDS and CDE.
- What are the funding criteria after 1/1/2017?
- Will funding and responsibility be blended across agencies?